

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Eel River Charter School		
Contact Name and Title	Alice Hawley Director of Student Achievement	Email and Phone	ahawley@eelriverschool.net 707 983-6946

[2017-20 Plan Summary](#)

THE STORY

Briefly describe the students and community and how the LEA serves them.

The Eel River Charter School is located in a small, very remote valley in the northeastern mountains of Mendocino County and serves approximately 43 students, 36% of whom are Native American, 29% of whom are Hispanic, and 36% are white. The local economy is depressed, with few opportunities for employment other than ranching and small-scale agriculture. 96% of our students qualify for the free lunch program. Round Valley is home to the largest and oldest Native American Reservation in California. A very small percentage of valley residents have attended college; even fewer have graduated.

Mission

ERCS' mission is summed up in our mission statement: *Working with families in community through holistic teaching to develop educated, responsible, compassionate people.* The Eel River Charter School’s mission is to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. In addition, the mission is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. To that end, families are encouraged to contribute a minimum of 2 hours per week per child to the school.

The average of the classes yields a 14:1 student-teacher ratio. By including 3 full-time aides, the ratio of students to instructional personnel becomes 7:1. The school operates without a principal, and administrative staff is kept to a minimum in order to direct as much funding as possible into the classrooms. The school is governed by a Board composed of parents and community members.

PHILOSOPHY

The philosophy of the Eel River Charter School is grounded in the belief that learning opportunities and accomplishments can best take place when:

- **students have the opportunity to exercise their own choices giving them a feeling of control over their own learning**
- **schooling is viewed as one aspect of an education**
- **learning is viewed as a boundless experience**
- **an educational alliance is formed with a seamless web of educators, students, parents, businesses, community services and local stakeholders - all dedicated to the learning experience**

Below is a summary of the LCAP highlights with the 3 main goals for 2017-18.

Goals of LCAP 2017-18	Data/issues	Possible new solutions/actions
<p>1) Conditions of learning: qualified staff and safe facility State priorities 1,6</p>	<p>Employees are qualified, but we will need new teachers in the future years Employ at least 3 teachers for K-6 grade span, 4 teachers for K-8 or long term IS program Teacher shortage Facility appearance</p>	<p>Exterior paint, white and existing blue Improve lighting in classrooms Continue outreach for new teacher Tech training for aides Professional Development for teachers Pay teachers and other employees a competitive wage in order to hire and retain a qualified staff.</p>
<p>2) pupil outcomes: pupil achievement State priorities 2,4,6,7,8</p>	<p>Low CAASPP scores 69% students below standard in ELA and math 2016-17, 56 % of students were either at grade level or made a year's growth in ELA, 68%of students were either at grade level or made a year's growth in math</p> <p>Benchmarks not to grade level, although students making progress</p> <p>29% are EL students 27% are students with learning disabilities IEPs/emotional issues = 56% are disadvantaged students</p>	<p>professional teacher observations student incentives to raise CAASPP test scores</p> <p>Continue benchmarks and portfolios to track /document student progress</p> <p>Translate documents into Spanish/have interpreter at Sch. Site Council Meetings EL parents invited to organize Cinco de Mayo celebration for cultural awareness</p> <p>Re-focus on original mission of holistic teaching, more projects, cross age activities Art, music, drama twice a week More community projects/local trips/gardening More fun activities to motivate kids</p>
<p>3) Engagement of parents and students: Parent participation, student attendance, school morale State priorities 3,5</p>	<p>ADA percentage 92.5% improved over previous year Low enrollment Chronic tardies and absences which correlate with low achievement Low parent participation, parent hours were under-reported, only 416 in the record book at mid-year Previous plans for parental activities not carried out Many students not motivated. State standards are above their achievement level. This leads to more misbehavior and lowers teacher morale Lack of on-site person in charge</p>	<p>Student incentives for excellent attendance/ weekly raffle in classrooms for attendance Better tracking of individual student attendance and prompt notification of parents/letters from Board to alert parents of poor attendance Hold a whole school event each month for parent involvement Continue Board trainings for leadership</p> <p>Post successes and fun events online regularly with informative captions about ERCS Post student art and work in main room</p> <p>Lead team of 3 to make decisions when Board is not available</p>

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Parent Satisfaction Survey

98 % of the parents responded to a survey in 2016-17. This was an increase of 38 percentage points from previous year.

91% are satisfied with their student's academic progress

91% are satisfied with their student's social progress

100% feel they have access and communication with teachers

97 % of respondents feel that the school is following its mission statement.

97% of respondents think it is important to participate at their student's school. There was 1 'no opinion' answer.

94% of respondents are satisfied with the available opportunities to participate in the governance of the school.

GREATEST PROGRESS

ERCS has supplied each student with an individual Chromebook for online assignments in math and ELA. Students are enthusiastic about their use, and teachers are improving in their management of sites, assignments, and academic use for state standards and differentiated learning.

Our parents and community were involved in well-attended whole school events: Back to School potluck, the Winter Performance, caroling at Senior Center, Young Author's Tea, Science Fair, Variety Show, Parent Lunch, and Awards Assemblies. In addition students participated in community by making posters for Dakota Pipeline, Pen pals from Japan, 2 winners at Haiku festival in Ukiah. There was more time for art in the classroom, and Switcheroo which is a whole school, cross age p.e. activity.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Student academic progress needs to improve. The state reports scores for groups with no fewer than 15 students per grade. The small sample of students tested at ERCS is statistically unreliable. Nevertheless, ERCS's scores are low.

GREATEST NEEDS

29% are EL students

27% are students with learning disabilities IEPs/emotional issues = 56% are disadvantaged students

69% of the students scored below standard in ELA and math on the CAASPP tests in 2015-16. In 2016-17, 56 % of students were either at grade level or made a year's growth in ELA, and 68% of students were

either at grade level or made a year's progress in math on the Renaissance Learning Star benchmark tests.

The LCFF rubric for evaluation lists CAASPP scores below 20% Proficient in ELA as very low.

At ERCS, in ELA, only 12% of 26 students were Proficient in ELA.

The LCFF rubric for evaluation lists CAASPP scores below 15% Proficient in MATH as very low.

At ERCS, only 4% of 26 students were proficient in MATH.

Out of 12 EL students in 2016-17, 50% made a year's growth. The other 50% showed improvement, but not enough to raise their scores significantly compared to the previous year.

ERCS scored in the RED category, the lowest, in ELA and math, and in the English Learner Performance.

ERCS will continue to address academic standards through curricula, supplementary material and practice tests on the CAASPP website. However, ERCS will strive to provide holistic and artistic activities to encourage love of learning for itself among students; hopefully students will come to regard the school as a place of interesting information and motivation.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

95% of students at our school qualify for the free/reduced lunch program. Their academic performance is not statistically linked to ethnic groups.

There are no real subgroups statistically among on 42 students. Out of the 26 students who tested on CAASPP last year, data cannot be separated into "all student" performance and "other."

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Next year, aides will receive technology training to help them manage student online assignments in the classrooms. This will increase differentiated learning opportunities, and will increase EL services through specific educational websites.

Teachers will receive professional development in Whole Brain Teaching or in refining their use of chromebooks for instruction and for standardized test hands on practice.

ERCS will increase parent involvement. Teachers will continue to embrace holistic teaching projects to increase student enthusiasm. Teachers and business manager will continue to improve community relations and encourage enrollment by frequently posting pictures of holistic events online with informative captions about our school. We need to publish our successes to the community to attract new students and build school pride among our families.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$534,969

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$237,750

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Support staff: office manager, business manager, custodial, food service

Teacher salaries not accounted for in LCAP

Basic Utilities/ heat, phone, Xerox, garbage, sewer

Non instructional supplies (cleaning, copy machine, breakfast and lunch, etc.)

Operating costs, basic annual costs, liability insurance, oversight charges to District, data processing charges to MCOE, audit fees, legal fees

Maintenance and repairs

\$241,215

Total Projected LCFF Revenues for LCAP Year

[Annual Update](#)

LCAP Year Reviewed: 2016-17

Goal 1

CONDITIONS OF LEARNING, Goal 1

- 100% of teachers appropriately credentialed for their teaching assignments.
- 100% of students have access to standards-aligned instructional materials
- ERCS school facility maintained in good repair
- 100% of aides employed by school will be qualified
- pupil suspension rate will not exceed 2%
- 0% of ERCS pupils will be expelled
- 100% of families will complete annual school survey

Improve basic conditions of learning (Priority 1)

School Climate(Priority 6) pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness (Priority 6)

State and/or Local Priorities Addressed by this goal: 1,6

STATE x 1 2 3 4 5 x 6 7 8
 COE 9 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

New hires will possess a clear credential or possess a CTC issued permit
 ERCS will inventory instructional materials annually
 Monthly facilities inspections will be completed
 aides will possess AA degree or pass the county approved paraprofessional test

ACTUAL

All of these expected outcomes have been met except that ERCS did not get quite get 100% of families to complete the annual school questionnaire. 98 % of families responded.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	PLANNED	ACTUAL
Actions/Services		Teachers inventory curriculum at end of school year (best) or beginning of year for prompt ordering	Teachers did an informal inventory of curriculum needs in time for prompt ordering.
Action	1	PLANNED	ACTUAL
Actions/Services		Look for future teacher through community links	Efforts to find a future teacher through community links have so far yielded no new information on contacts
Action	1	PLANNED	ACTUAL
Actions/Services		Exterior paint main building Custodial substitute Repair old modular classrooms or purchase new ones	Exterior painting was not accomplished. However the modular classrooms have received new roofs. Classrooms were inspected for mold and new air purifier systems were purchased. ERCS has allotted funds for a substitute custodian, lunch server and aide.
Expenditures		BUDGETED	ESTIMATED ACTUAL
		\$40,000 \$170,000	\$0 \$31,600- roofs Mold inspection and purifiers \$634

Action	1		
Actions/Services		PLANNED Director of Student Achievement	ACTUAL This person carried out all her responsibilities.
Expenditures		BUDGETED \$5,732	ESTIMATED ACTUAL \$5,802

Action	1		
Actions/Services		PLANNED Edjoin to advertise for qualified teachers	ACTUAL Action was carried out.
Expenditures		BUDGETED \$750	ESTIMATED ACTUAL \$750

Action	1		
Actions/Services		PLANNED 3 instructional aides (not included in previous LCAP paperwork, but hired annually)	ACTUAL Action was carried out.
Expenditures		BUDGETED	ESTIMATED ACTUAL \$55,938 3010 0000 0079 5826

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>All services were implemented except for 100% response on the parent survey and the exterior paint.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>The replacement of the modular classroom roofs was very important because they were leaking and creating a poor environment for students. The mold inspection was crucial because several people suspected mold and it was a relief to establish that classrooms were safe and non toxic for students and staff.</p> <p>It was disappointing not to find a lead on a future teacher locally. It is difficult to attract and keep teachers in Round Valley, and even harder during a teacher shortage. There have been only 9 applications for a teaching job vacancy for 17-18 that has been posted 3 months. 3 of these are out of state applicants.</p> <p>Our aides are crucial to delivering instruction in multi grade classrooms. They teach curricula to small groups under the guidance of teachers. Teachers need their aides to address the different grades within each classroom.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Not all funds earmarked for facility improvement were spent. The amount budgeted for buying new modular classrooms was \$210,000 which would have strained the budget. The amount spent was about \$32,000.</p> <p>The exterior paint job still to be done is estimated at \$40,000. Have not found a local person interested in completing the work.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>ERCS teachers depend on their aides to teach lessons to students from a specific grade. We would like to provide more training for our teachers and our excellent aides, particularly in technology. This is part of Goal One, listed in the Goal Summary on page 3.</p>

Goal 2	<p>CA State Standards will be implemented</p> <p>EL students will gain academic content knowledge and progress toward English language proficiency</p> <p>All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level</p> <p>ERCS will achieve its annual API growth target, schoolwide and for all numerically significant student subgroups. 100% of returning EL students will make progress toward English language proficiency 100% of EL students who are classified advanced on the CELDT will be reclassified as EL proficient 100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level</p> <p>All students will become proficient in English, Math, Science, Social Studies.</p> <p>In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities. In Physical Education and Health instruction, ERCS' goal is for 100% student participation</p>
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State and/or Local Priorities Addressed by this goal: 2,4,6,7,8

STATE 1 x 2 3 x 4 5 x 6 x 7 x 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

<p>CA State Standards will be implemented</p> <p>EL students will gain academic content knowledge and progress toward English language proficiency</p> <p>Test 95% of targeted students (Title 1 requirement)</p> <p>Outcomes will be measured by teacher lesson plans, which include differentiated assignments and accommodation within the current curriculum.</p> <p>Methods of measurement include CAASPP, STAR Enterprise Reading and Math assessments, quarterly benchmark tests and report cards to document progress in core subjects; portfolios record student work and growth.</p>
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ACTUAL

<p>State standards are addressed in all classrooms</p> <p>29% are EL students; 50 % have advanced at least one level on the CELDT test as compared to last year, an increase of 6%. However, since our school enrollment is so small, this increase is not statistically meaningful. In 2016-17, all EL students improved, but some did not advance a whole level.</p> <p>100% students in grades 3-6 were tested.</p> <p>All teachers accommodate the different levels of student achievement in their class assignments.</p> <p>All teachers administer benchmark tests quarterly and report student scores to the Board. All other forms of assessment and evaluation of student progress are carried out in a timely manner and</p>

communicated to families. Portfolios are stored in the ERCS office.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

	PLANNED	ACTUAL
Actions/Services 2	Chromebooks for all students/ faster wireless for test prep/tech support/ professional development in technology use/ professional teacher evaluations/ student incentives for raising individual test scores	Chromebooks have been purchased, teachers have received training in their use, Wireless speed has been increased. Chromebooks are used daily in the upper grades.
Expenditures 2	<p>\$8,000 Chromebook</p> <p>Wireless up-grade \$7500</p> <p>Tech support \$10,000</p>	<p>\$1997 for charging carts, 0079/0000 \$4261 for 15 additional chrome books,0079/0000</p> <p>\$6395 wireless monthly, 0079/0000 \$678- equipment parts installation, 0079/0000</p> <p>\$4130, 5826 REAP</p>
Actions/Services 2	Professional development: observation master teachers online an discussion Technology training	\$220, 0079 Supp and Con
Expenditures 2	\$4,000	Pre and post school days \$6223
Actions/Services 2	Re-focus on original mission of holistic teaching, more projects, cross age activities, rather than test prep Art, music, drama twice a week for one hour More community projects/local trips More fun activities to motivate kids	All teachers report an increase in holistic and artistic assignments in 2016-17. There are cross age activities implemented throughout the year. The whole school Young Authors' Tea, Variety Show, Science Fair, Field Trips, etc. are motivating to students and they encourage parent involvement. 90% of the students present for the Young Author's Tea had parents/families at the tea.

Expenditures		
Actions/Services 2	EL curriculum Online subscriptions ELA, Math CELDT testing	
Expenditures 2	EL curric \$1,500 Online curriculum \$2,000 CELDT test \$2,000	Ticket to Read \$400 0079 Coreclicks \$137 0079 Training \$75 0079 Testing \$340 extra stipend in addition to aide salary 0079
Actions/Services 2	Renaissance Learning Star Assessment	\$3804 0079
Expenditures 2	\$2,000	
Actions/Services 2	California State standards materials and supplies Student incentives	PE equipment, Competitive Edge \$220 /0079 Art materials Blick \$610/ 0079 Materials and supplies \$1,831/ 0079
Expenditures 2	\$7,100	\$2,661

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Goal 2

Describe the overall implementation of the actions/services to achieve the articulated goal.

All expenditures for Goal 2 were used to improve instruction within the classrooms. They were indispensable to the delivery of curriculum, especially the technology improvements in the upper grades.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Although the use of Chromebooks has not yet been proved to raise standardized scores, it has allowed for differentiated instruction in the classes, and increases student motivation. It is too soon to tell if the daily use of Chromebooks will improve standardized test scores. Given that many students struggle with learning difficulties, there may not be an obvious correlation between computers and higher scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This plan was written before the end of the 2016-17 fiscal year. The expenditures listed are incomplete because additional money may have been spent by the end of the year. Some amounts vary between estimates and actual expenditures, but the discrepancy is relatively minor.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LCFF rubrics place ERCS in the lowest category of academic achievement, in the RED. These statistics are not reliable given the small size of our testing population. Even so, they are in keeping with scores of our district, given the problems that are common to Round Valley. ERCS has decided to continue with test prep etc., but to include as many motivating projects as possible, in keeping with the mission of our charter.

ENGAGEMENT OF PARENTS AND STUDENTS

Goal 3

Parents will volunteer at ERCS
Parents will participate in making decisions for ERCS
Students will attain a 92% rate of attendance
Students will reduce chronic absences and tardies by 5% each year
If a student misses more than 2 weeks of school without a doctor's note they will be dropped from the attendance rolls and ERCS shall notify the District within 30 days as per Ed Code 47605(d)(3) unless they enroll in long term Independent Study

State and/or Local Priorities Addressed by this goal:
3,5

STATE 1 2 x3 4 x5 6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Parent volunteer hours log book reviewed and total volunteer hours tabulated annually for program audit
 Governing Board meeting agendas and minutes
 Results of parent survey are compiled for the annual program audit, the School Dashboard, and the SPSA.
 P1, P2 and Annual Attendance Reports and monthly Aeries attendance reports
 Teacher daily attendance reports, report card totals of absences

ACTUAL

Parent volunteer hours in the log book showed hours being under reported when they were reviewed after a parent event such as the Back to School night. From now on, ERCS will attempt to keep track of parent attendance at monthly events instead of relying on the log book.

The parent surveys need to be completed 100% during the spring annually, before report cards are distributed.

Teacher attendance records for the first semester indicate improvement over last year’s number of chronically absent or tardy students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<u>Actions/Services</u> 3	<p>PLANNED Student incentives for excellent attendance/ monthly or weekly awards in classrooms for attendance Better tracking of individual student attendance and prompt notification of parents/letters from Board to alert parents of poor attendance SARB/ Tribal back up to enforce laws about chronic absenteeism</p>	<p>ACTUAL All classrooms have given incentives for attendance and attendance awards were given at awards assemblies</p> <p>Teachers have kept track of students who might miss more than 10% of school days, and have notified parents before sending out letters warning parents that students should not have more absences (unless of course they are ill.) Official letters will include information about short-term Independent Study as an option to avoid more absences.</p>
Expenditures 3	<p>\$600</p>	<p>Really Good Stuff Incentives for Students \$147/ 0079</p>
<u>Actions/Services</u> 3	<p>PLANNED Invite parents to class activities and parent days Invite parents as guest speakers/career day/ classroom “parent” to notify/invite parents</p>	<p>ACTUAL Slight increase in parent participation. Tracking more effective on attendance sheet, rather than relying on parents to log in parent binder</p> <p>ACTUAL This was not implemented due to teachers’ lack of time and to shyness among parents. Instead parent events will be held monthly, like the Young Authors’ Tea, Parent Pancake</p>

		Breakfast, Science Fair, Variety Show.
Expenditures	BUDGETED \$300	ESTIMATED ACTUAL \$250
Actions/Services 3	PLANNED Continue Board trainings for leadership	ACTUAL Board received health and safety trainings online
Expenditures 3	\$1,500	ESTIMATED ACTUAL Free online training
Actions/Services 3	PLANNED Encourage parents to record their parent volunteer hours in the parent book	ACTUAL The historic way of recording parent hours is not working. The new plan is to track and record parent attendance (as a percentage) at school events.
Expenditures	BUDGETED Minimal time from office staff.	ESTIMATED ACTUAL
Actions/Services 3	PLANNED Translate documents into Spanish/have interpreter at Sch. Site Council Meetings/ new EL curriculum EL parents invited to teach Spanish, share food, teach songs	ACTUAL This goal still needs to be implemented especially since our bilingual aide moved away A celebration of Cinco de Mayo is planned by a parent, but has not been carried out yet
Expenditures	BUDGETED	ESTIMATED ACTUAL
Actions/Services 3	PLANNED More backup from Board when student discipline cases referred More appreciation of the daily staff by the Board/recognition of their hard work More respect from the Board by acting on input from the teachers	ACTUAL Board has been responsive to student behavior issues when brought to the Board. Governing atmosphere of the school is respectful to staff Board members collaborate with staff and consider their suggestions
Expenditures	BUDGETED	ESTIMATED ACTUAL

Actions/Services 3

PLANNED
Lead teacher

Lead team of employees (3 to make decisions when Board is not available

ACTUAL
No teacher interested in position.

In the event of lack of Board availability, necessary decisions will be made by the Board Chair, the Office Manager and the Business Manager

Expenditures

BUDGETED
\$7155
Included in regular job duties.

ESTIMATED ACTUAL
\$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Goal 3

Describe the overall implementation of the actions/services to achieve the articulated goal.

In 2016-17, ADA improved. As of this writing, March 2017, ADA is at 92.53%. Last year's ADA was 90%. Given that the student population is so small, this statistical difference may simply be the result of some students leaving and others entering ERCS. Teachers give short term Independent Study for students who are unable to attend school, which has helped our attendance rate.

The data on chronic absences is incomplete, but judging from the number of students who are at risk for chronic absences in 2016-17, the number is less than those in the previous year, 22% chronic absence in 2015-16.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The number of parent hours recorded in the parent log book is not accurate. The number is only 416 almost 3/4 of the way through the school year, which is too low. After the Young Authors' Tea, when 90% of students' families were represented, no one had recorded their hours in the parent log book. Therefore, next year we will measure parent participation by tracking parent attendance at the monthly parent events during the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There have been very few expenditures for this goal. Money is not what is needed, time is needed and labor is needed.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The plan is to continue our efforts to invite parent participation by scheduling at least one event per month for parent attendance. In addition, we plan to step up our online presence with photos and information bits about the charter school. Events planned by parents have not materialized so we would like to schedule events that need arise from curricula or that demand little preparation by daily staff.

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The stakeholders have communicated their thoughts for school improvement in the following ways throughout the school year:

written parent surveys

parent comments made to staff during their volunteer hours at school

Parent conferences quarterly

School Site Committee meetings to solicit input and to approve the SPSA and LCAP

Regular monthly Board Meetings (the ERCS Board is mainly composed of parents)

Weekly teacher meetings

On-site staff meetings and questionnaires or interviews

Feedback from Community member(s)

Input from parents to Business Manager, Office Manager, and/or Board members

The teachers, School Site Council and the Board are given information about student achievement as measured by standardized tests and benchmark tests. The SSC are also given drafts of the SPSA budget to amend, along with the entire SPSA. The SSC members are solicited for their input about how to improve the school, and how to raise student achievement. The SSC members ask questions about the Title I program, and become familiar with the issues facing the school so that their suggestions are targeted to solutions for these issues. These suggestions influence the goals and activities listed in the LCAP. These suggestions are reported in the SPSA and in the LCAP annually.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

SUGGESTIONS FROM THE SCHOOL SITE COUNCIL, THE STAFF and the ERCS BOARD

The following strategies have been suggested by 2017-18 stakeholders to ensure the continuation of a high quality educational program:

Use One Call Now, Facebook, fliers and announcements on the front door of school to increase parent participation at school events because fliers are not reaching parents. Use all methods. Post a calendar of parent events online (ERCS Board and SSC)

Make parents more aware of Independent Study option to reduce chronic absenteeism. Include it in letter to parents.(Board)

Interview new students and parents at the start of school and have them sign the school contracts about parent hours, attendance and behavior. (Board and staff)

Have monthly events to which parents are invited like Back to School Night, Science Fair etc. Tally parent attendance at events as one measure of parent involvement. (staff)

Post pictures of fun school activities online regularly, like Young Authors' Tea or Kindness Matters (Board and staff)

Add informative captions to online pictures, for example, "ERCS is a free public school" (staff)

Post student art work in the main room regularly (staff)

Have parent sponsored cultural events at school with foods, songs, dance, crafts, holidays etc. from Native American and Hispanic traditions. Have each class participate with a parent leading the activity for students in small groups . Celebrate Cinco de Mayo. (SSC)

Refocus on mission statement for holistic teaching, hands on learning (staff, Board and SSC)

More attention to mission statement than traditional academic instruction. Parents expressed dissatisfaction with mandatory computer testing and state mandated curriculum. They feel that the most important goal is for students to love school and to love learning. (SSC)

They want their children to have fun and do a lot of projects:

Continue gardening project by planting flower bulbs in barrels (SSC)

Organize the Science Fair so that it is the only event of the day, and schedule time for class presentations. Include science vocabulary as appropriate to the different grade levels. (SSC, teachers)

Add the teaching of music to curriculum. Include introduction to playing the recorder, ukuleles (borrow from RVUSD for one time) do rhythm and singing, whole school chorus and within the classroom. (SSC)

Try to include more comedy and more parent-child acts in the Variety Show. (SSC)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	<p>Improve basic conditions of learning:</p> <p>100% of teachers appropriately credentialed for their teaching assignments, employ 3 teachers for K-6, 4 teachers for K-8 and long term IS</p> <p>-100% of students have access to standards-aligned instructional materials</p> <p>-ERCS school facility maintained in good repair</p> <p>-100% of aides employed by school will be qualified</p>		

State and/or Local Priorities Addressed by this goal:

1, 6

Identified Need

Improve basic conditions of learning:
 Employees are qualified, but we will need new teachers in the future years
 Teacher shortage-pay competitive wages
 Facility appearance
 Professional development for teachers and aides

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Qualified teachers and aides	100% teachers credentialed 100% aides qualified	100% teachers credentialed 100% aides qualified		
Students have access to standards-aligned instructional	Students have access to standards-aligned instructional materials	Students have access to standards-aligned instructional materials		

materials				
ERCS facility in good repair	Needs light fixture repair, roof repair, needs external paint	Roof and light repair completed		
pupil suspension rate will not exceed 2% 0% of ERCS pupils will be expelled	Suspension rate 2% 0 expulsions	Suspension rate < 2% 0 expulsions		
100% of families will complete annual school survey	98% surveys complete	100% surveys complete		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1 Exterior paint, white and existing blue
 Continue outreach for new teacher-Employ 3 teachers for grades K-6-competitive wage
 Tech training for aides
 Professional Development for teachers

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _ERCS_____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1)Exterior paint \$40,000 2)Teacher \$75000 3)Tech training aides \$250 4)Professional development teachers \$2000 5) Edjoin advertising \$750	Amount	Amount
Source	1) SB740 2) Supplemental and Con. Grant 3) Supplemental and Con Grant		Source

4) Title II, Supp and Con
5) Title I, Part A

Budget
Reference

1)6030
2)0079
3) 0079
4) 0079
5) 4035

Budget
Reference

Budget
Reference

New

Modified

Unchanged

Goal 2

CA State Standards will be implemented

**EL students will gain academic content knowledge and progress toward English language proficiency
IEP students will receive appropriate services
Employ Director of Student Achievement**

All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level

**ERCS will achieve its annual API growth target, school wide and for all numerically significant student subgroups.
100% of returning EL students will make progress toward English language proficiency
100% of EL students who are classified advanced on the CELDT will be reclassified as EL proficient
100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level**

All students will become proficient in English, Math, Science, Social Studies.

**In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities.
In Physical Education and Health instruction, ERCS' goal is for 100% student participation**

State and/or Local Priorities Addressed by this goal:

2,4,6,7,8

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Low CAASPP scores
 69% students below standard in ELA and math
 2016-17, 56 %students at grade level or made a year’s growth in ELA, and 68% in math

Benchmarks not to grade level, although students making progress

29% are EL students
 27% are students with learning disabilities IEPs/emotional issues = 56% are disadvantaged students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>CA State Standards will be implemented</p> <p>EL students will gain academic content knowledge and progress toward English language proficiency</p>	<p>Student scores are in the RED category in ELA, Math and EL performance</p> <p>CAASPP scores</p> <p>69% students below standard in ELA and math</p>	<p>CAASPP scores will show 60% of students below standard in ELA and math</p>		
<p>Outcomes will be measured by teacher lesson plans, which include differentiated assignments and accommodation within the current curriculum.</p>	<p>Teachers accommodate students with needs and differentiate learning</p>	<p>Teachers accommodate students with needs and differentiate learning</p>		
<p>Methods of measurement include CAASPP, STAR Enterprise Reading and Math assessments, quarterly benchmark tests and report cards to document progress in core subjects; portfolios record student work and growth.</p>	<p>All methods of assessment completed</p> <p>2016-17, 56 % of students were either at grade level or made a year’s growth in ELA, and 68% of students were either at grade level or made a years progress in math</p>	<p>All methods of assessment completed</p> <p>In 2017-18 70% of students will either be at grade level or make a year’s worth of progress</p>		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

professional teacher observations
 student incentives to raise CAASPP test scores

Continue benchmarks and portfolios to track /document student progress

Action 2

Translate documents into Spanish/have interpreter at Sch. Site Council Meetings
 EL parents invited to organize Cinco de Mayo celebration for cultural awareness

Re-focus on original mission of holistic teaching, more projects, cross age activities
 Art, music, drama twice a week
 More community projects/local trips
 More fun activities to motivate kids

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: <u>ERCS</u> _____	<input type="checkbox"/> Specific Grade spans: _____

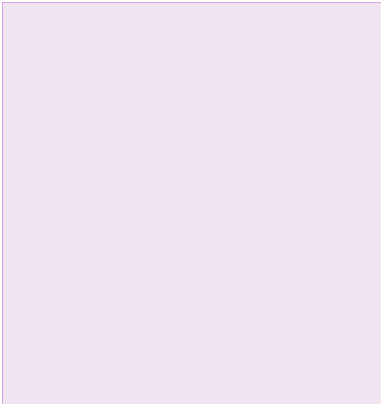
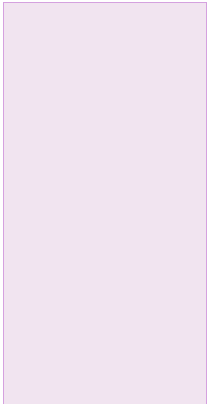
ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 1) Tech Support \$6,000 2) Dir. Stud. Achievement \$5,963 3) CELDT testing and training \$2,000	Amount [Empty Box]	Amount [Empty Box]

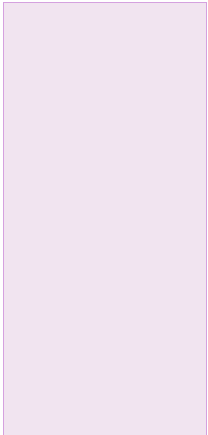
- 4) 3 aides, sub aides \$58,500
- 5) Online subscriptions ELA and math \$2,000
- 6) Renaissance Learning \$3,000
- 7) EL curriculum \$500
- 8) Internet bandwidth, wireless service, equipment \$8,000
- 9) State standards, materials and supplies \$5,000
- 10) Special Ed encroachment \$26,787



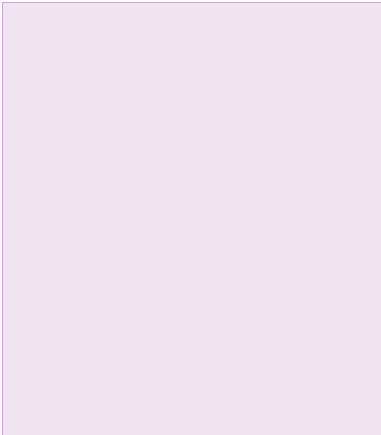
Source

- 1) Supp and Con
- 2) Title I
- 3) Supp and con
- 4) Title I, REAP, supp and con, lottery
- 5) Supp and con, lottery
- 6) Supp and con
- 7) Supp and con, lottery
- 8) Supp and con
- 9) Supp and con, lottery
- 10) Supp and con, unrestricted

Source



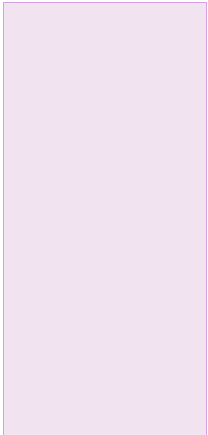
Source



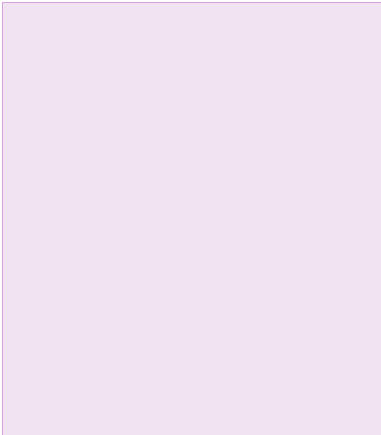
Budget Reference

- 1) 0079
- 2) 3010
- 3) 0079
- 4) 3010, 5826, 0079, 1100
- 5) 0079, 6300
- 6) 0079
- 7) 0079, 6300
- 8) 0079
- 9) 0079, 6300
- 10) 0079,0000

Budget Reference



Budget Reference



New
 Modified
 Unchanged

Goal 3

ENGAGEMENT OF PARENTS AND STUDENTS

Parents will volunteer at ERCS
 Parents will participate in making decisions for ERCS
 Students will attain a 92% rate of attendance
 Students will reduce chronic absences and tardies by 5% each year
 If a student misses more than 2 weeks of school without a doctor's note they will be dropped from the attendance rolls and ERCS shall notify the District within 30 days as per Ed Code 47605(d)(3) unless they enroll in long term Independent Study

State and/or Local Priorities Addressed by this goal:

3,5

STATE 1 2 x 3 4 x 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

ADA percentage 92.5% improved over previous year
 Low enrollment
 Chronic tardies and absences which correlate with low achievement
 Low parent participation, parent hours were under-reported, only 416 in the record book at mid-year
 Previous plans for parental activities not carried out
 Many students not motivated. state standards are above their achievement level. This leads to more misbehavior and lowers teacher morale
 Lack of on-site person in charge

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent volunteer hours log book reviewed and total volunteer hours tabulated annually for program audit	Parent hours were under reported in the parent log book and/or hours were underperformed Only 416 hours reported by March 2017	Parent attendance at monthly events will show an average of 70% attendance		

<p>P1, P2 and Annual Attendance Reports and monthly Aeries attendance reports</p>	<p>90% ADA 2015-16 92.53% ADA 2016-17</p>	<p>92% ADA goal</p>		
<p>Teacher daily attendance reports, report card totals of absences</p>	<p>22 % chronic absences 2015-16 2016-17 estimate of 15% chronic absences but the statistics are incomplete</p>	<p>No more than 10% chronic absences</p>		
<p>Governing Board meeting agendas and minutes Results of parent survey are compiled for the annual program audit and the SPSA.</p>	<p>Minutes are complete 60% of surveys by parents were complete in 2015-16</p>	<p>90% of parent surveys completed as a goal</p>		

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3

Student incentives for excellent attendance/ weekly raffle in classrooms for attendance
 Better tracking of individual student attendance and prompt notification of parents/letters from Board to alert parents of poor attendance
 Hold a whole school event each month for parent involvement
 Invite parents as guest speakers/career day/ Spanish songs/
 Continue Board trainings for leadership

Post successes and fun events online regularly with informative captions about ERCS
 Post student art and work in main room

Lead team of 3 to make decisions when Board is not available

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: __ERCS__ Specific Grade spans: _____

OR

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Parent participation to be measured by parent attendance at monthly events in addition to parent hours logged in book		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount Student incentives for attendance and standardized testing and money Monthly parent events \$2,000	Amount	Amount
Source Supp and con grant	Source	Source
Budget Reference 0079	Budget Reference	Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$ 102,747	<u>Percentage to Increase or Improve Services:</u>	100 %
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

36.08	%	(2017-18) Is the minimum proportionality percent by which services for unduplicated pupils must be increased or improved. Since 87% of Round Valley Unified School District’s students qualify as unduplicated pupils, and since 97% of Eel River Charter School students qualify as unduplicated students, there is no separate accounting of LCFF.
<p>All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (42 students) and because approximately 87.34% of the students are “unduplicated pupils.” The percent reported here is that of our umbrella district, but at the Eel River Charter School, that percentage of unduplicated students is actually higher, at 97%. There are no significant subgroups other than the Free and Reduced Meal Program.</p> <p>All LCFF supplemental and concentration funding is to be spent on:</p> <p>State Standards curriculum, Materials and supplies, EL classroom instruction, small class sizes of 24 or fewer students Professional Development, aides / teacher salaries, computers, special ed encroachment, upgraded wireless service, and technological support.</p> <p>All of these items are directly related to student achievement.</p> <p>Funding is applied school-wide. Projected enrollment for 2017-18 is 43, with an ADA of 38.</p>		